

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☒ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Jan Dooley

Official School Name: Wausaukee High School

School Mailing Address:
P.O. Box 258
N11941 US Hwy 141
Wausaukee, WI 54177-0258

County: Marinette State School Code Number*: 6230

Telephone: (715) 856-5151 Fax: (715) 856-6592

Web site/URL: www.wausaukee.k12.wi.us E-mail: dooleyj@wausaukee.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Jan Dooley

District Name: School District of Wausaukee Tel: (715) 856-5153

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Dennis Taylor

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| | Other |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 12862

Average State Per Pupil Expenditure: 11413

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 2 Number of years the principal has been in her/his position at this school.

4 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	23	16	39	7	19	27	46
K	16	14	30	8	25	15	40
1	16	26	42	9	20	23	43
2	16	20	36	10	20	22	42
3	16	22	38	11	19	25	44
4	13	21	34	12	29	22	51
5	27	17	44	Other			0
6	19	13	32				
TOTAL STUDENTS IN THE APPLYING SCHOOL							561

6. Racial/ethnic composition of the school:

3 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 7 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	40
(4)	Total number of students in the school as of October 1.	608
(5)	Total transferred students in row (3) divided by total students in row (4).	0.066
(6)	Amount in row (5) multiplied by 100.	6.579

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 3

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 261

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 22 %

Total Number of Students Served: 126

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>10</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>21</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>44</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>11</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>3</u>
Special resource teachers/specialists	<u>10</u>	<u>6</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>55</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	95%	95%	94%
Daily teacher attendance	96%	95%	94%	92%	92%
Teacher turnover rate	8%	2%	2%	0%	5%
Student dropout rate	1%	2%	2%	2%	3%

Please provide all explanations below.

Wausaukee High School implemented a new attendance policy at the beginning of the 2006-07 school year. With stringent enforcement, student attendance has increased. Prior to 2006-07, there was no clear-cut attendance policy in place.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	48	
Enrolled in a 4-year college or university	27	%
Enrolled in a community college	15	%
Enrolled in vocational training	17	%
Found employment	27	%
Military service	8	%
Other (travel, staying home, etc.)	6	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Wausauke School District is a rural, northern Wisconsin district made up of 7 townships, covering 415 square miles with a total population of approximately 4,500. Wausauke is an area largely comprised of individuals who work in local industry and manufacturing, along with a population of retired persons seeking the natural beauty of the Northwoods. A distinct characteristic of the District relates to poverty; 47% of our students qualify for free or reduced lunch prices. Another unique feature is that all 557 students in grades Early Childhood-12 are housed in one building. Community involvement is high. As with many schools, Wausauke is facing financial hardships; however, the community pulled together and recently passed a 10-year referendum for additional operating revenue. Community members and teachers also established the Wausauke School District “Excellence in Education” Foundation with its mission to especially support The Arts: Fine Arts, Language Arts (including World Languages), Gifted and Talented; Math, Science, and Technology in the District.

The mission of the School District of Wausauke is to empower students to conquer the challenges of the 21st Century through excellence in education. Even though it is small, the District provides ample opportunities for excellence. At Wausauke, equity in education means that all students have the right to appropriate programming to meet their needs. Over the past 12 years, grades K-3 have had smaller class sizes through the Student Achievement Guarantee in Education (SAGE) program. Title I offers continuous support at the lower elementary, and recently changed from providing targeted-assisted services to school-wide services. Students are offered Advanced Placement course work, and students as young as 6th grade have earned college credit. Wausauke has had a Gifted and Talented (GT) program for 16 years. One highly successful aspect of the District GT Program is math acceleration. All students are continuously evaluated for possible acceleration in math every year after 3rd grade.

The District provides students with the tools to enable them to effectively interact in an information-driven society and compete in the global community of the 21st Century. Students have access to computers, online card catalogue, information databases, and scanners in the centralized Library/Media Center (LMC). Digital cameras, a document camera, DVD players, interactive white boards and computer projection are available so teachers and students can incorporate multimedia presentations as part of a lesson. Computers are located in one fixed lab, and three mobile carts of 25 laptops can be accessed to bring the computer lab into the classroom. Wausauke has a distance learning lab so students can access courses not offered on campus.

Several grants and District-funded initiatives, such as staff Technology Mentors, have provided in-service, support and direction to focus on integrating technology into the curricular areas to enhance teaching and learning.

Wausauke Ranger tradition includes a mix of sports and other extra-curricular and academic achievements. There have been years of conference championships in football, volleyball, boys’ and girls’ basketball, softball and baseball along with state championships in basketball and softball. Hi-Q and Academic Bowl have been academic competitions in the District for many years. Wausauke is well represented at the state level in academic areas such as Solo and Ensemble, Forensics, National Geography Bee, Spelling Bee, Knowledge Masters Open, Solarwise, MathCounts, and other state math competitions. Opportunities for all students to participate in academic competitions start at 3rd grade and continue through high school. Wausauke’s High School, Junior High School and Elementary School were all selected as New Wisconsin Promise Schools of Recognition in 2008-2009. This is the second time for both the Junior High and High School. Wausauke High School was listed as one of America’s Best High Schools by U.S. News and World Report in December 2007. These recent milestones highlight Wausauke’s commitment to excellence in education.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Wausaukee 3rd - 8th and 10th graders participate in the Wisconsin Knowledge and Concepts Exam (WKCE) in the fall of each year in the areas of reading and mathematics. These exams are based on the State Standards developed in those areas, and exam scores fall in one of four proficiency levels: Advanced – indicating an in-depth understanding of the area; Proficient – indicating a competency in the area; Basic – demonstrates some academic knowledge; Minimal – very limited academic knowledge. The Wisconsin Department of Public Instruction reports summaries of proficiency levels for all public schools on their web site at <http://www.dpi.state.wi.us/sig/index.html>.

Over the past five years, the trend for our tenth grade – the highest grade tested in our District – reading and math scores shows an increase in the percent of students achieving at the combined levels of Advanced and Proficient. This trend demonstrates a consistent increase of 20-30% more students scoring Advanced and Proficient in both reading and math. The most significant subgroup for Wausaukee is Economic/Disadvantaged students and the gains over the 5-year period for that group indicate also 20-30% more students scoring in the combined levels of Advanced and Proficient in both reading and math.

Several factors are probable contributors to these significant gains. First of all, teachers have participated in comprehensive data analysis activities to examine possible areas of weakness in the curricular areas. Consideration has been given to the effect of living in a high-poverty, rural area, the impact poverty has on student learning, and the direction necessary to remedy that situation. Assessment strategies used by teachers has progressed from traditional limited-response assessments to using rubrics, authentic assessments, and analyzing strengths and weaknesses.

In math, it should be noted that the most recent year's test data reflects a 10th grade class that has 30% of the students enrolled in the District advanced math program. The District formally evaluates all students for possible inclusion in advanced math starting at third grade, so the District has identified 4th, 5th and 6th graders working in math a year ahead of their peers. Junior High continues this acceleration and uses a math series with a strong algebra component. At the 6th-8th grades, students are introduced to Math Counts, a national math competition. Junior high math opportunities include two courses of advanced math. The entire junior high math curriculum has advanced by one year, with a high degree of algebra and problem-solving incorporated. The high school math curriculum changed from a traditional, sequential curriculum to an Integrated Mathematics Program (IMP). The direction has changed from skills-centered to problem-centered, with an emphasis on verbal and written skills. Additional classes have been added to broaden the scope of the curriculum, rather than just advancing students to the next grade level class. The math department promotes academic competitions such as MathCounts, National Math League, Math Association of America, American Math Competitions 10 and 12.

In the elementary school, Title I reading and math support helps the lowest performing students. The Student Achievement Guarantee in Education (SAGE) program in Grades K-3 provides more individual student support by classroom teachers.

The emphasis in the junior high and high school has changed from directly teaching literature to teaching students how to read literature. The focus of the English curriculum has transitioned from courses for specific remediation toward programming that integrates students into the regular rigorous sections in English. English classes incorporate 6-Trait writing rubrics, guiding students with specific information to improve their writing. Reading, verbal, and written communication skills are emphasized in all curricular areas as students are striving toward proficiency in the meaningful application of language.

We believe that our students have and will continue to experience improved test scores as a result of our on-going efforts to improve the quality of education.

2. Using Assessment Results:

Student and staff assessment data is the driving force behind the District ESEA-NCLB Consolidated Plan. All of the Title programs, District grants, and other educational initiatives are coordinated through this Consolidated Plan, thus having it serve as the over-arching vehicle for our District-wide school improvement.

District data retreats have been used to examine WKCE results, where teachers engage in a test-item analysis, as well as studying subgroup results. Students' successes are noted, and staff members discuss additional knowledge, skills, and instructional strategies that may be necessary to move all of our students to Proficient or Advanced levels of achievement. This information is then used to plan for possible curricular revisions, modifications in content delivery, or course additions.

Assessment data is further used in grades K-12 to help determine and provide for individual student needs. At the classroom level, student performance on in-class activities, tests and other types of performance-based assessments indicate direction for instruction for individuals or flexible groups. If the data indicates, students may be provided with alternative programming to help meet needs. A recent addition to further guide planning for individual student instruction and to monitor student progress more regularly than the once-a-year state test is the Measures of Academic Progress (MAP) assessment, developed by the Northwest Evaluation Association (www.nwea.org). Data from these assessments are gathered 2-3 times per year with results obtained within 48 hours. The entire process provides teachers with very specific instructional direction and engages students in goal-setting to improve their own learning. The MAP assessment is implemented in grades K-12.

Staff surveys are used to gather data regarding how teachers integrate technology, differentiate instruction, and use assessment data in their teaching. This information, as well as student assessment results, is used to plan staff development activities.

Student assessment data plays a large role in grant writing and other initiatives. The District is collaborating with St. Norbert College and Green Bay School District in a Math Partnership Grant. In addition, the District is partners with other Cooperative Educational Service Agency 8 (CESA 8) schools in an Enhancing Education Through Technology grant. Both initiatives use student assessment data at the grant writing and evaluation stages.

3. Communicating Assessment Results:

State WKCE assessment information, as well as other District data, is located on the Wisconsin Department of Public Instruction web site for public access. Through the Wisconsin Information Network for Successful Schools (WINSS), parents and community can review composite data about our student and school academic performance and other demographic information. Parents and community members are informed about the availability of this data through our weekly District newsletter and through the District web site. Parents are also provided with their child's specific WKCE proficiency scores through direct mailings from the school.

Parent/teacher face-to-face conferences are held twice a year, and report cards are provided four times a year with progress reports mid-quarter. Honor roll lists are published each quarter in the District newsletter and local press. Teachers regularly communicate with parents through telephone calls, notes, email, classroom forms, and class newsletters. In addition, parents and students have access to an online grade book, which is updated daily by teachers. Such access allows parents to check their child's progress and status of work completion. This Family Access component is directly linked from the District web site.

When the District implemented MAP assessments, several steps were taken to inform and educate parents about this new assessment tool. District newsletter and local newspaper articles were published about the process, purpose, and the benefits of such formative assessment. Letters were distributed to parents identifying the testing window and providing guidelines to prepare their child for test taking. Within a month of the testing, all results were final and parents were given a detailed print-out of their child's scores. At that time, parents were also provided with additional information on how to interpret their child's test results. The District will continue to follow this process as we continue to use this on-going assessment tool.

4. Sharing Success:

As we continually strive for excellence, the Wausaukee School District recognizes the importance of sharing our best practices with other schools and learning the best practices of those schools. Currently, the superintendent/principal participates in a regional network with other superintendents and other principals. This network of professionals allows a forum for sharing success stories and affords an opportunity to establish visitations among schools to witness firsthand those best practices in action. Our district has received requests to observe our multiage learning environment and Title 1 school-wide programming structure.

The Cooperative Educational Services Agency (CESA) hosts meetings and training sessions with grant project coordinators, technology coordinators, vocational coordinators, and teachers. During these sessions, high school representatives share ideas and best practices. Through both forums, other schools have received an open invitation to visit our school to learn more about our successful educational initiatives.

Showcasing our school success story can also occur through presentations at state educational conferences and regional workshops. Such conferences can include the joint educational conference of the Wisconsin Association of School Boards, the Wisconsin District Administrators Association, and the Wisconsin Association of Business Officials and the Wisconsin State Education Association Council. Although our school personnel has not done so in the past, our administrator and teaching professionals would welcome the opportunity to showcase our educational initiatives in this type of venue.

The Wausaukee School District newsletter, which is published on a weekly basis, has been a highly successful means of communicating information to parents and community regarding the many activities and accomplishments of the school. This newsletter is available to other school districts through our district website and on the community website at www.wausaukee.com.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Despite limited fiscal resources, Wausaukee provides rigorous, relevant, state-aligned course offerings which challenge ALL students at Wausaukee to be successful.

Early Childhood - grade 6 are self-contained classes, including one multi-age classroom. Title I reading and math support is school-wide at the elementary; and the SAGE program maintains a 15:1 student/teacher ratio in grades K-3 with a rigorous curriculum. Gifted programming includes advancing students in math and differentiating instruction in the classrooms. Reading, writing, spelling and language are integrated in grades K-3; and, in grades 4-6, students delve into trade books and literature discussions along with using a basal reading series. Technology, writing and environmental education are integrated into all curricular areas. Elementary students have regular art, physical education and music classes taught by specialists.

English

Seventh and eighth grade literature is reading-skill based. Developing vocabulary and context clue skills is stressed to help students read more efficiently and at or above grade level. The writing program develops all Six Traits of Writing and dovetails with the literature and language programs. Two semesters each of English 9 and 10 include in-depth foundational skills and emphasize reading skills and their role in effectively studying literature. At eleventh grade, students have a choice between Honors English 11 for the college-bound and English 11. Twelfth graders can choose the two-semester college preparatory English or electives such as Stories for All Time, Myths and Legends, Written Communication, and Creative Writing.

Math

Seventh and eighth grade math uses a systematic approach with an emphasis in algebra while applying math to real-world problems. This method is designed to give students a strong foundation in math while preparing them for continued growth in mathematical skill and understanding.

At high school, a problem-centered, Integrated Math Program (IMP) is followed for three years of math. IMP integrates concepts of algebra, geometry, trigonometry, probability, and statistics. Students attack problems systematically as opposed to traditional drill and practice. Electives are offered in Geometry, Applied Math, Personal Finance, Problem Solving, Statistics, Pre-Calculus and AP Calculus.

Social Studies

World geography is the area of study in seventh grade, followed by world history in eighth grade. History 9 and History 10, which address the span of American history Pre-Civil War through Post-Civil War, are required of all freshmen and sophomores. One semester of American Government is required for graduation. Electives include Sociology, World Cultures, Wisconsin History, and Advanced American History.

Science

A semester each of earth sciences and life sciences is studied in seventh grade. Students in eighth grade explore life sciences at a deeper level with cell study, anatomy and physiology for a semester, followed by physical science for a semester. A one-year course in Physical Science is required in ninth grade, followed by a one-year course in Biology in tenth grade. Electives include Wildlife and Forestry, Water Resources, Biodiversity, Alternative Energy, Physics, Forensic Science, Medical Terminology, Physics, and Anatomy and Physiology.

World Languages

World language opportunities include: German and French, delivered through our distance-learning network, and Spanish on campus. In 2007-08, our District converted from teaching French to Spanish as the primary world language onsite. Thus, Spanish is in the second year of delivery, with Spanish 1 and 2 offered to students

starting at seventh grade. At this point, the focus is on the introduction of the language, development of language skills, and cultural competency. With a significant projected increase in student enrollment, the District will continue to expand Spanish course offerings allowing our students to advance their foreign language mastery throughout high school. Foreign travel opportunities and regional field trips augment and support classroom instruction.

Physical Education

Our Physical Education department strives to make the wellness and fitness of the whole child a priority. Students participate in individual and team sports as they ingrain healthy activity patterns into their lifestyle. In high school, lifetime fitness and holistic health are primary objectives as students earn the 1.5 credits required for graduation.

Fine Arts

Fine arts focus on performing and visual arts. Performing arts allows students to experience creative expression and a participatory appreciation of the arts. Band, choir, and theatre skills are developed through classroom instruction, performances, competitions, travel opportunities, and co-curricular activities. Our visual arts program offers various levels of instruction in the areas of two-dimensional and three-dimensional art. Students are provided the framework by which they can express and interpret ideas and emotions.

2a. (Elementary Schools) Reading:

The Wausaukee Elementary reading program is primarily literature-based with the belief that students who enjoy reading and appreciate literature will continue to be life-long readers. The current elementary reading series is a collection of good children's literature. The program also integrates phonics, grammar instruction, and spelling, and writing, connecting those skills to the literature to further reinforce the interaction of the language arts areas.

Phonics instruction begins in our 4-yr-old Kindergarten with a program called Zoophonics, a kinesthetic approach to learning the alphabet. While students see, hear, and write the letters, specific body movements are also coordinated to help students actively learn letters and sounds. In grades K-3, teachers use learning centers to address specific skills and provide differentiated activities based on student needs.

In grades 4-5, students delve into trade books and literature discussions to deepen reading comprehension. The basal reader is used for specific skill work, including vocabulary, plot, story map, characterization, main idea, summarization, prediction, context clues, drawing conclusions, reading charts and graphs, and comprehension.

Sixth grade classes, preparing for junior high, use a combination basal approach and novel study. This provides a focus on grade appropriate reading skills with age-appropriate materials. Including both short stories and novels provides a good "bridge" between younger grades and the junior high. Housing all students K-12 in one building facilitates the acceleration of high-performing sixth-grade students to the junior high programs.

Lexile scores from the MAP assessments guide selection of leveled books for independent reading. Lexile measures allow management of student reading comprehension. When reader and text measures match, the reader is "targeted." Text is thus selected that is targeted to a student's reading ability. The result is an expected 75-percent comprehension rate, which is not too difficult to be frustrating, but difficult enough to encourage reading progress.

To address the needs of the Economic/Disadvantaged subgroup, vocabulary development in Reading/Language Arts and content areas is emphasized. To support additional vocabulary development and exercise higher order thinking skills, all third and fourth graders participate in Wordmasters, an analogy and vocabulary building program. In addition, Wausaukee Elementary has recently transitioned from targeted to school-wide Title I

services, providing flexibility to assess all students' performance and intervene as needed, rather than have to wait to formally enroll students.

2b. (Secondary Schools) English:

In the Wausaukee School District, seventh and eighth grade English classes lay the foundation for the intensive high school program. Seventh and eighth grade literature has been adapted over the years to become very reading-skill based. Developing vocabulary and the skills to determine meaning of unfamiliar words is stressed to help students read more efficiently and at grade level. For the advanced learners, up-to-date technology offers differentiated learning opportunities and faster-paced options. The writing program concentrates on developing all Six Traits of Writing and dovetails with the literature and language programs, instead of traditionally treating them as separate entities.

In order to prepare our graduates for the world of work and post-secondary education opportunities, our District requires English 9, 10, and 11 for all students and electives for the students in their senior year. Our English 9 and 10 classes include in-depth essay writing, classic and modern literature, reading fiction and nonfiction, research/citation, and public speaking. Improved reading skills are stressed, especially vocabulary building. Basic English 9 is offered for those students who need additional concentration on study skills and basic language, writing, and reading improvement before entering the more rigorous English 9 course. This course addresses improving the reading skills of students who may be reading below grade level. At eleventh grade, students have a choice between Honors English 11 for the college-bound and English 11. The fourth English credit requirement is met through a choice of semester electives for grades 11 and 12: Myths and Legends, Stories for All Time, Creative Writing, Written Communications (technical writing), and two different semesters of College Prep 12: writing and literature. Other opportunities are available through Youth Options and TRITON distance learning.

3. Additional Curriculum Area:

The Mathematics curriculum supports the National Council of Teachers of Mathematics' call for major reform in mathematics education. In particular, this reform shifts from a skill-centered to problem solving approach to the teaching of mathematics, with emphasis on verbal and written communication, a broader scope of the secondary curriculum, and mathematics for all students. Wausaukee offers a 3-year integrated curriculum consisting of Algebra, Geometry, Trigonometry, Probability and Statistics required for graduation. Pre-Algebra/Pre-Geometry and Algebra 1 are available to those needing a more substantial base of skills.

Students are identified for acceleration in math as early as Kindergarten and can progress through the requirements earlier than others. The curriculum is broadened by elective offerings in Geometry, Applied Math, Personal Finance, Problem Solving, Statistics, Pre-Calculus and AP Calculus. Students also take online courses for college credit.

Great care is taken to assure that each student is placed in courses commensurate with their skill level (both high and low) so as to have a continuous positive math experience throughout their high school years. The courses are centered on group problem solving with various technologies as tools. As a result, many of our students take math because they like it and not because they have to, and many graduate with 5 or more credits in mathematics. Our accelerated students can graduate with as many college credits as they have the desire to accumulate.

Competitions and challenges are also an integral part of the math experience at Wausaukee High School. Students have the opportunity to compete locally in our conference academic bowl and regional Hi-Q matches. Statewide we participate in Math Association of America (MAA), American Math Competitions (AMC10 and AMC12), National Math League and Knowledge Masters Open (KMO). Traditionally our students perform very well in all competitions.

4. Instructional Methods:

Wausaukee School District uses the Wisconsin State Standards as the framework for the content to be taught. Differentiated instructional methods include whole-group instruction, small-group learning activities, flexible grouping, and individualized conferencing are used District-wide in grades K-12. Teachers vary instructional delivery to reach students with a range of learning styles: lectures and discussions for auditory learners, use of projection and multimedia for visual learners, hands-on projects and activities for the kinesthetic learners. Teachers adjust assignments based on student ability level and formative assessment indicators. Instructional activities are designed to challenge students and are meant to maximize each student's learning potential.

Wausaukee teachers K-12 use pre-assessment measurements and ongoing, formative assessments to determine the breadth and scope of the content based on their individual student needs. The faculty also weighs student readiness for learning, student interests, and student learning styles to identify specific instructional strategies used to teach the content.

An example of a project-based learning activity is the Great Worm Watch. Science class research reveals that earthworms hurt the forest ecosystem. Students arbitrarily select a site on school grounds, use a mustard extraction to collect earthworms, document earthworm locations, and preserve them to send to the University of Minnesota to be recorded in the Great Lakes Worm Citizen science database. This form of learning activity addresses the learning styles of all students.

Another example of active student learning is a collaborative project between Forensic Science and Criminal Justice. Teachers of the two courses work together to show the interconnections between content areas. As a culminating activity, the teachers create a crime scene, from which students scientifically gather and test evidence, obtain search warrants, identify suspects, and conduct a trial. Project-based learning helps to ensure that we are meeting the District mission to best prepare our students for meeting the challenges of the 21st Century.

A significant student subgroup in the District is the economically disadvantaged. Test item analysis and data retreat discussions indicated that the background knowledge of Wausaukee students was in need of improvement. In researching ways to strengthen student background knowledge, Wausaukee teachers embraced Robert Marzano's research on how vocabulary development will significantly improve the subgroup's achievement levels and have incorporated this strategy into the curricular areas.

5. Professional Development:

The Wausaukee School District staff development committee takes the lead in setting forth a philosophy and focus for district-wide staff development. This focus aligns with the District ESEA Consolidated Plan. Staff development activities address Wisconsin Standards for teachers, administrators, and students and merge with other District grant projects and initiatives in order to have the most effective impact on student achievement. This focus also supports the District's mission to prepare students for living in the 21st Century.

Wausaukee plans staff development that gives teachers appropriate support and time for exposure to current and emerging teaching concepts, strategies, and technologies in order to address the focus areas. The year-long plan is based on needs assessment data, long-range evaluation of effects, and provides follow-up based on the evaluations. Teachers are encouraged to attend workshops and take courses that align with the staff development focus.

The focus for Wausaukee is in several areas.

- Ongoing curriculum improvement – Staff development time is regularly dedicated to examining and aligning our District curriculum to the Wisconsin State Standards in all content areas. This process includes analyzing the

curriculum of other successful schools.

- Technology integration – Grant funds provide release time for staff to work with the instructional technology coordinator to use technology as a tool for teaching and learning.
- Differentiated instructional practices based on students' needs – In-service time is provided to analyze MAP assessment results and guide staff in using the data to plan instruction and differentiated learning activities.

Staff development is on-going, and often built into the structure of the school day. Consistent follow up and support are key components of success. The District's leadership team provides on-site support, and CESA and Wisconsin Department of Public Instruction staff members are available to offer additional support. The District's teacher evaluation system is an ongoing process for teacher growth and is based on the ten Wisconsin Teacher Standards. The process includes individual teacher goal setting and provides support and guidance for teachers to continually grow as professionals.

6. School Leadership:

The Wausaukee School District, which serves 557 students, is unique in that it has one instructional administrator for the entire school district. In addition to serving as superintendent, our administrator serves as elementary principal, junior high principal, high school principal, and director of curriculum, instruction, and assessment. As such, our administrator relies on a leadership team of other professional staff members to ensure that policies, programs, relationships, and resources focus on student achievement.

At Wausaukee, the District believes that leadership for change can effectively be achieved when carried out by a strong leadership team. Our superintendent/principal has structured an internal team consisting of a dynamic cross-section of educational professionals with multiple areas of expertise. This educational leadership team consists of (1) our dean of students, who is responsible for administering student management policies from Early Childhood through grade 12; (2) our District's instructional technology coordinator, Title 1 coordinator, MAPs coordinator, and gifted/talented teacher/ coordinator, who is responsible for oversight of many District educational initiatives; (3) our financial manager, who manages the resources to support the instructional programs, (4) our special education program support person/teacher, who directs and facilitates District special education programs under the oversight of a director of special education consultant, and (5) our EC through grade 12 school counselor, who shares responsibility in curriculum development and course scheduling.

This leadership team works to ensure that the students have a solid program of learning to achieve the mission of the school district, which is "to empower students to conquer the challenges of the 21st Century through excellence in education." Recognizing that staff input is crucial to educational growth and change, the members of this leadership team direct various building-level teams focused on improving curriculum, instruction, and assessment, technology, and other educational issues.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient plus Advanced	92	63	85	81	72
Advanced	21	13	17	26	26
Number of students tested	39	54	48	42	46
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	90	47		63	64
Advanced	30	6		16	21
Number of students tested	20	17		19	14
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Reading

Grade: 10

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient plus Advanced	92	69	85	76	76
Advanced	54	24	46	64	41
Number of students tested	39	54	48	42	46
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	90	47		58	71
Advanced	65	18		32	36
Number of students tested	20	17		19	14
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Mathematics

Grade: 3

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient plus Advanced	73	81	54		
Advanced	37	38	12		
Number of students tested	30	42	26		
Percent of total students tested	100	98	100		
Number of students alternatively assessed		1	1		
Percent of students alternatively assessed		2	4		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	67	67			
Advanced	33	29			
Number of students tested	18	24			
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

3rd grade WKCE testing for Reading and Mathematics began in the 2005-2006 school year.

An alternative assessment was administered to a special education student who had such assessment identified in his/her IEP.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Reading

Grade: 3

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2005-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient plus Advanced	83	88	85		
Advanced	47	45	27		
Number of students tested	30	42	26		
Percent of total students tested	100	98	100		
Number of students alternatively assessed		1	1		
Percent of students alternatively assessed		2	4		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	78	79			
Advanced	33	38			
Number of students tested	18	24			
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

3rd grade WKCE testing for Reading and Mathematics began in the 2005-2006 school year.

An alternative assessment was administered to a special education student who had such assessment identified in his/her IEP.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Mathematics

Grade: 4

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient plus Advanced	80	71	65	74	60
Advanced	24	21	23	18	14
Number of students tested	41	28	43	38	42
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	80	56		58	41
Advanced	15	25		11	11
Number of students tested	20	16		19	27
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

An alternative assessment was administered to a special education student who had such assessment identified in his/her IEP.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Reading

Grade: 4

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient plus Advanced	85	79	86	89	88
Advanced	27	36	42	34	38
Number of students tested	41	28	43	38	42
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	75	81		79	81
Advanced	15	25		11	26
Number of students tested	20	16		19	27
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

An alternative assessment was administered to a special education student who had such assessment identified in his/her IEP.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Mathematics

Grade: 5

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2005-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient plus Advanced	73	74	71		
Advanced	37	31	12		
Number of students tested	30	42	34		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	67	58			
Advanced	33	21			
Number of students tested	15	19			
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

5th grade WKCE testing for Reading and Mathematics began in the 2005-2006 school year.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Reading

Grade: 5

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2005-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient plus Advanced	83	88	94		
Advanced	43	43	33		
Number of students tested	30	42	33		
Percent of total students tested	100	100	97		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	87	79			
Advanced	40	37			
Number of students tested	15	19			
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

5th grade WKCE testing for Reading and Mathematics began in the 2005-2006 school year.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Mathematics

Grade: 6

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2005-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient plus Advanced	79	91	61		
Advanced	28	24	13		
Number of students tested	43	34	38		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	67	81			
Advanced	7	31			
Number of students tested	15	16			
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

6th grade WKCE testing for Reading and Mathematics began in the 2005-2006 school year.

An alternative assessment was administered to a special education student who had such assessment identified in his/her IEP.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Reading

Grade: 6

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2005-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient plus Advanced	86	94	89		
Advanced	44	32	32		
Number of students tested	43	34	38		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	73	88			
Advanced	20	19			
Number of students tested	15	16			
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

6th grade WKCE testing for Reading and Mathematics began in the 2005-2006 school year.

An alternative assessment was administered to a special education student who had such assessment identified in his/her IEP.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Mathematics

Grade: 7 Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2005-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient plus Advanced	89	80	80		
Advanced	32	28	26		
Number of students tested	37	40	50		
Percent of total students tested	100	100	100		
Number of students alternatively assessed		1			
Percent of students alternatively assessed		3			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	79	74			
Advanced	36	17			
Number of students tested	14	23			
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

7th grade WKCE testing for Reading and Mathematics began in the 2005-2006 school year.

An alternative assessment was administered to a special education student who had such assessment identified in his/her IEP.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Reading

Grade: 7

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2005-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient plus Advanced	89	85	86		
Advanced	43	35	36		
Number of students tested	37	40	50		
Percent of total students tested	100	100	100		
Number of students alternatively assessed		1			
Percent of students alternatively assessed		3			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	79	74			
Advanced	36	22			
Number of students tested	14	23			
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

7th grade WKCE testing for Reading and Mathematics began in the 2005-2006 school year.

An alternative assessment was administered to a special education student who had such assessment identified in his/her IEP.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Mathematics

Grade: 8

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient plus Advanced	82	75	90	74	62
Advanced	26	25	29	21	26
Number of students tested	39	44	41	53	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			2		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	76	62		58	47
Advanced	14	14		8	17
Number of students tested	21	21		24	30
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

An alternative assessment was administered to a special education student who had such assessment identified in his/her IEP.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.

Subject: Reading

Grade: 8

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient plus Advanced	87	86	88	81	81
Advanced	41	36	46	30	28
Number of students tested	39	44	41	53	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			2		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient plus Advanced	81	76		67	70
Advanced	24	24		21	17
Number of students tested	21	21		24	30
2. Racial/Ethnic Group (specify subgroup): American Indian					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

An alternative assessment was administered to a special education student who had such assessment identified in his/her IEP.

The data for 2005-06 in the Free/Reduced subgroup is underreported, which may have occurred during the state-wide change-over to the Individual Student Enrollment System. The district employees responsible for the change-over are no longer employees of the school district.